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ABSTRACT

This teacher's manual is a guide to a learning package of materials dealing with the cultural and ethnic heritage of black and white rural Southern agrarians. Specific teaching strategies are detailed in a step-by-step fashion and revolve around three models of instruction, which involve teacher directed in class activities as well as self directed activities, with a role for the teacher as consultant or facilitator. The need to initiate ethnic heritage studies with content on the agrarian experience of the rural South is discussed. The manual also contains background information on the learning package program and materials, student learning objectives, teacher competencies, school policy and Georgia State high school requirements. (Author/MK)

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SOUTHERN AGRARIAN

HERITAGE

LEARNING PACKAGE

TEACHERS MANUAL

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BACKGROUND

OVERVIEW

This Teacher's Manual is your guide to a learning package of materials dealing with the cultural and ethnic heritage of black and white rural Southern Agrarians. The content of this learning package contains:

1. *Instructional materials which will allow students to learn about the contributions of black and white rural Southern Agrarians to the history of the Deep South.*

2. *Learning materials which will allow students to develop competencies whereby they can continue the study of their individual ethnic and cultural heritage (no matter what it is) far beyond the scope of the historical content contained in this package.*

3. *Activities which will promote the development of contemporary life role skills which the Georgia State Department of Education regards as necessary for successful living in contemporary American society.*

This manual contains documentation for the need to initiate ethnic heritage studies, a description of the accompanying curriculum materials and suggestions to organize the class for instruction. Specific teaching strategies are detailed in a step-by-step fashion, but should be revised at will in order to meet the specific needs of your students. Documentation for the need to initiate ethnic heritage study begins below and continues through page 7 . A complete description of the accompanying materials and teaching strategies begins on page 8.

THE SOUTHERN AGRARIAN EXPERIENCE

The Southern Agrarian life style is a major form of cultural diversity. Many Georgia students, in both rural and urban areas, have family roots in the Agrarian experience. The most significant ethnic void existing in the present social studies programs in Georgia, and much of the South, is the lack of curriculum and materials dealing with Southern Agrarian heritage nested within a multicultural setting.

An Institute for Southern Studies Report documents grave inadequacies in textbook literature relating to Agrarian experience. It faults the State of Georgia approved textbook list for lacking books which offer a regional perspective or even acknowledge a regional culture. Staff from the Ethnic Heritage Center of the American Association of Colleges for Teacher Education have indicated that the textbooks currently on the market do not provide a perspective on the culture or social movement of black and white Agrarians. Simply put, there are no programs rooted in the preservation of Agrarian heritage as a major cultural variant. Nor are there programs which explore the cultural uniqueness of Agrarians within an educational setting which values cultural pluralism.

In January 1977, one hundred and seventy social studies teachers from all over Georgia responded to an Ethnic Heritage Needs Opinionnaire. Table 1 summarizes the teachers' responses to questions relating to the study of Southern Agrarian Heritage.

Table 1 - - Teacher Reaction to Southern Agrarian Exposure

How much knowledge do you as social studies teachers possess on the heritage of Southern Agrarians?

7% Very extensive knowledge.
35% Enough general and specific information to create student learning experiences.
42% Some general knowledge but would have problems backing up with specific illustrations.
16% Very little knowledge at all.

How much student understanding of the Southern Agrarian Heritage exists?

2% Very extensive knowledge.
8% Enough general and specific information to brief others on the topic.
43% Some general information but probably could not explain or illustrate to others.
48% Very limited knowledge, if any.

EMPHASIS ON PERSONAL ROOTS

There are no class, caste, social or linguistic qualifications for being a part of history. Alex Haley's book and TV series "Roots" showed us all that history is a personal thing, not just something that happens to others. Heritage is an active work not passive. Welsh poet, Dylan Thomas, succinctly captured the essence of this by writing, "I was aware of me myself in the exact middle of a living story." The underlying philosophy of this learning package is that the student indeed becomes aware that he/she is in the middle of his/her own living story; that the story has a beginning, a now and a future; and that a direct link exists between a student's substantive feelings about his/her roots and his/her self esteem. In addition, it is suggested that personal heritage, awareness of self and self dignity are harbingers of the future; they shape the student's expectations and help the student overcome contemporary constraints.

According to representatives of the Institute for Southern Studies and of AACTE, few materials are available with a grass roots orientation wherein the central focus is the lives, experiences and expressions of the people of an Agrarian background. Instead most materials focus exclusively on military and political events and policies emanating out of the altruistic

nature of the government or the acts of one individual. They are negligent in their coverage of social movements where masses are seen as actors in their own history.

A Southern Institute of Social Studies Report also indicates that education in the South rarely includes learning experiences depicting the positive contributions of all groups within the Agrarian heritage. Table 2 indicates that students have limited knowledge of their own roots and those of other local groups.

Table 2 - - Teacher Reaction to Student Cultural Awareness

Do students seem to have a sense of cultural identity?

9%	Most do because our school focuses on awareness of one's own roots.
22%	Many do because of non-school reasons (such as a rich oral family tradition).
60%	Some may, but it is impossible to really tell.
10%	Few have any kind of understanding of their roots.

Do students have an understanding of other cultures?

7%	They have a pretty good understanding of the heterogeneous ethnic mix of the nation.
13%	They have a pretty good understanding of other local ethnic groups (beside their own).
47%	They have some understanding of other ethnic groups.
33%	They have a limited understanding of other groups.

No written sources even adequately acknowledge the contributions made by women or by black Americans. Curricula and textbooks also fail to mention the many positive movements toward interracial cooperation which occurred as part of the Southern Agrarian Movement of the 1930 and 40's. This movement on the part of early black and white farmers and laborers was the spawning grounds for the civil rights movements of the midfifties and sixties which made such a profound impact on the consciousness of America. The study of such movements can help dispell the legacy of ethnocentrism and foster the realization that multi-racial and multi-ethnic America need not be monocultural. The education of Southern children must include the substantive contribution of all groups of Agrarian as well as providing for and understanding of other cultures. This unit provides grass roots information on the lives and acts of individuals representing many different livestyles.

THE COMMUNITY AS A MAJOR RESOURCE

The idea that education is something secured between the two covers of a book within the four walls of the classroom, during the six hours of the day and in the nine months of the school year is not sufficient in helping students to better deal with contemporary issues and problems once they leave school. Quality education must include curricula that are oriented to the future, yet are ever aware of the past in its relation to present human needs. All of life teaches, not just the school. Identifying community resources, how to use the community and how to administratively control and support students in the field are important to implementing this curriculum.

Effective learning of one's heritage must be expanded beyond the four walls of the classroom. Textbooks and other curriculum or materials must be complemented by discovery of one's heritage at the local level through exploring local resources. Community exploration can humanize the study of personal heritage by revealing through direct experience what one might never be able to discover vicariously through books. Community experience is a unique composit of a vast variety of human activities. Every community individual is a potentially valuable source of knowledge.

Table 3 - - Community Based Exploration

Do students get exposed to first hand social studies experiences?

2%	Most social studies experiences are the field based, investigative type, (e.g., students go out into the community to collect information).
31%	Some experiences are field based.
44%	Students rarely play the role of investigator in the community.
23%	Students never leave the school building for such efforts.

Can your students leave the school building to work on social studies units?

9%	Yes, there is a strong precedent for doing so.
41%	Students seldom leave the building but the school administraion would probably approve.
42%	Students seldom leave the building, but it would take some persuasion to do so on a regular basis.
7%	The school administrator would never allow it.

CULTURAL PLURALISM

The theory that all Americans could become one cultural group regardless of their respective pasts and cultures is commonly called the melting pot theory.

Whether the melting pot ever really existed is a matter of debate among American History scholars. What is clear today is that for a variety of reasons individual Americans are claiming their ethnic identities and saying in word and deed that they can be better Americans if they are allowed to discover and affirm their cultural and ethnic roots as well as those of others.

The reasons for this claiming of ethnic identity are many and varied. The spectre and obvious reality of many Orwellian 1984ish aspects of life in America today probably underly much of the desire of individuals to discover their roots. In a society where one's number is more important than one's name it is natural for people to begin asking "Who am I?", "Where did I come from?", "Who were my foreparents?", "What contributions did they make to this country and the world?" Once such questions as these are asked, one's ethnicity and cultural heritage begin to rapidly emerge.

There was probably a time when the commonalities of Americans needed to be stressed. When this new, weak country aspired to assimilate people from all over the world, a feeling of common culture and shared goals gave strength and purpose to the country. However, that time has passed. At this time the need for the strongest nation in the world is to affirm common attributes while celebrating individual differences. In order to do this people must have a strong sense of national history which includes knowledge and understandings about the characteristics and historical contributions of their own ethnic and cultural groups, and of the ethnic and cultural groups to which other Americans belong.

The United States as a society consists of many different contributory cultural patterns and behaviors, all characterized by individual and group diversity but also characterized by certain similarities. Many Agrarian needs are generic to other ethnic groups. A greater understanding of the contributions of one's own heritage can be an important linkage towards understanding the value of cultural diversity and why cultural pluralism makes American life richer.

While the model to be developed could have used any culture as the focus, the Southern Agrarian culture contains many facets which make it well-suited for use in the study of cultural plurality within the focus of a single culture. The 1930's and 40's represented, for the Southeastern Agrarian, a period during which some blacks and whites united against a common plight, thereby bringing together two theretofore disparate ethnic groups. The harmony which grew out of a discordant past took hold and came to its zenith in the early 1960's Civil Rights movement. Although the Southern Agrarian culture can be viewed as a single culture with a heritage of its own, a closer inspection discloses a number of subcultures embodied within that cultural heritage.

Table 4 on the next page, summarizes the responses of 150 Georgia teachers on questions of importance to the promotion of cultural pluralism.

Table 4 - - Student Reaction To Other Cultures

Do students have an understanding of other cultures?

7%	They have a pretty good understanding of the heterogeneous ethnic mix of the nation.
13%	They have a pretty good understanding of other local ethnic groups (beside their own).
47%	They have some understanding of other ethnic groups.
33%	They have a limited understanding of other groups.

Describe the interaction between ethnic groups at your school?

14%	Several ethnic groups exist, good interaction between them.
62%	One ethnic group is predominate, students from other ethnic groups are generally accepted by this group.
12%	Only one ethnic group exists.
13%	Several ethnic groups exist, poor relations among them.

PRIMARY RESOURCES

History teachers have been exhorted in recent years to use primary sources and the Georgia market is inundated with documentary histories. Experience indicates, however, that in most classrooms the major "document" used is the textbook. Table 5 indicates that large numbers of teachers depend primarily on the textbook.

Table 5 - - Social Studies Learning Resources Survey

How important is the school's social studies textbook?

2%	The only resource in use.
60%	The main resource, but a few others exist.
36%	Only one of many resources.
3%	No text exists, many resource materials are available.

Do students get exposed to oral history, demography, musicology, anthropology and folklore?

13%	Most of these techniques are regularly used.
20%	A few are used regularly.
49%	A few are used on occasion.
18%	They are seldom, if ever, employed.

The textbook, as traditionally used, is probably more of a hindrance to becoming aware of one's own heritage than a help. There are numerous other avenues for learning in the social sciences, but little assistance has been provided to teachers to help discover and use them.

This learning package provides help in facilitating teacher use of oral resources, artifacts, documents, letters, speeches or art in the classroom and help in assisting the teacher in interfacing the pieces of history necessary to understand and value cultural diversity.

Organizations such as the Georgia Archives and the Institute for Southern Studies have accumulated primary source materials relating to Agrarian history and lifestyle. These are in the form of taped interviews capturing the reminiscences and experiences of veterans of the Agrarian Movement of the 1930's and 40's and how such experiences shaped today's Southern living. The use of such materials, however, requires some knowledge about the nature and variety of them and, above all, skill in using them. This learning package provides some help.

INSTRUCTIONS FOR USE

DESCRIPTION OF THE LEARNING MATERIALS

The Southern Agrarian Heritage Curriculum Package consists of three major components each of which has several subcomponents (in addition to this teachers manual).

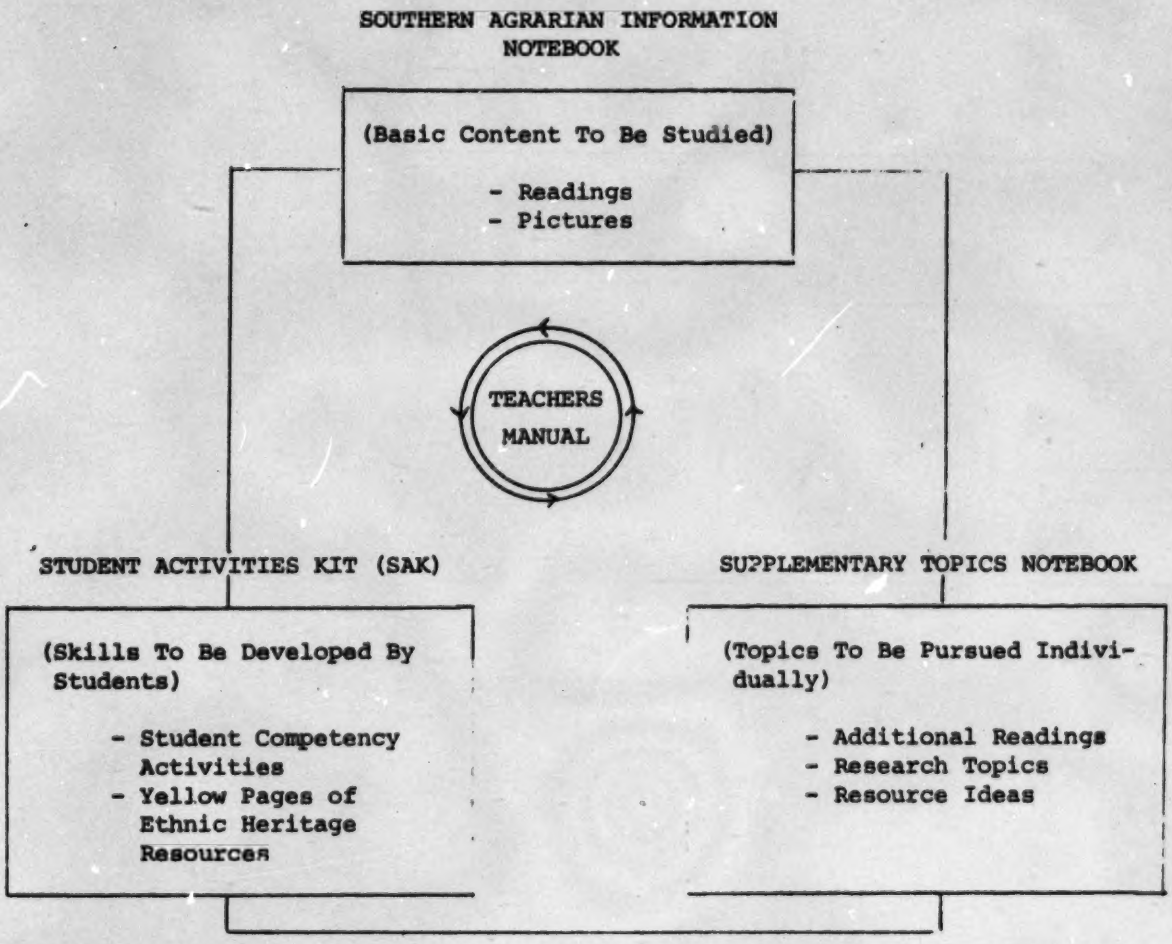

FIGURE 1--AGRARIAN HERITAGE CURRICULUM

Figure 1 pictorially presents the three major components of the accompanying curriculum: The information notebook, the student activities kit and the supplementary topics notebook. Each of these are described in detail below.

I. The Southern Agrarian Information Notebook

It is anticipated that all students engaged in the study of the Southern Agrarian Heritage will read, view and discuss all materials contained in this Information Package. The purpose of such selections is to help students learn about the multi-ethnic heritage of Southerners with agrarian roots. Southern Agrarians are a distinct cultural group. These learning materials:

1. *Discuss the impact and contributions of rural Agrarians to the history of the South and the nation.*

2. *Help students explore the extensive core of common experiences shared by their black and white rural Agrarian forefathers and foremothers in the Deep South.*

3. *Place Southern Agrarian culture and ethnic history into proper perspective in an educational setting which values cultural pluralism.*

Content covered in the Informational Notebook includes: an overview of the South during the depression decade of the 1930s, the organizational response of the people to hard times, the effects of federal programs/policies on the South, and the post-war development of the region and the beginnings of the present day civil rights movement.

The notebook is organized into 8 topical areas:

1. Slavery
2. Reconstruction
3. Sharecropping and Tenancy
4. Everyday Life
5. Moving
6. Southern Tenant Farmers Union
7. New Deal
8. Technology

Table 6 on the next page indicates the specific content contained in each topic. While the topics are presented sequentially, individual readings can be studied in any order.

Table 6 - - Agrarian Information Notebook

Topic 1 - - Slavery

Selected Readings: Interview with Mrs. Lizzie Williams
Interview with Mr. Elige Davison

Recommended Books: Southern Exposure

These Are Our Lives

Topic 2 - - Reconstruction

Selected Readings: Interview with Henry Adams (about freedom)
Freedman's Bureau Contract
Cane Cook/Simon Dickson talk about contract labor

Possible Activities: Questions for discussion (page 21)
Role Playing Activities (page 21)

Recommended Books: Tenants of the Almighty

Topic 3 - - Sharecropping and Tenancy

Selected Readings: The South in Progress by Katharine Lumpkin
Boll Weevil
All God's Dangers: The Life of Nate Shaw

Recommended Books: I Was A Sharecropper by Harry Kroll (excerpts in Supplementary Topics Unit)
Corn Bread And Creek Water (excerpts in Supplementary Topics Unit)
Forty Acres and Steel Mules (excerpts in Supplementary Topics Unit)

Topic 4 - - Everyday Life

Selected Readings: Sharecroppers All by Arthur Roper

Possible Activities: Questions for Discussion (page 67)
Role Playing Activities (page 67)

Recommended Books: Human Geography of the South by Ruport Vance
The Arkansas Plantation by Alexander

Table 6 - - Continued

Topic 5 - - Moving

Selected Readings:	Profile of Bernice Kelly Harris Profile of Hattie May Williams
Possible Activities:	Questions for Discussion (page 94)
Recommended Books:	Black Migration by Florette Henri

Topic 6 - - The Southern Tenant Farmer's Union

Selected Readings:	SFTU (excerpts from Southern Exposure Elaine Massacre In Egypt Land by John Beecher
Recommended Books:	Chickenlove Special by Drawne Walls Uptown by Tad N. Gitlin

Topic 7 - - New Deal

Selected Readings:	Plantation Under the Machine
Recommended Books:	The Collapse of Cotton Tenancy The Great Depression by David Shannon

Topic 8 - - Technology

Selected Readings:	Plains, Hills and Farmers (excerpts from Forty Acres and Steel Mules)

The Information Notebook, as capsuled in Table 6, lays a foundation for understanding the early South, particularly the impact of the depression on the lives of individual agrarians and the roots of oral research and writing. It also deals with the beginnings of organized efforts to change working and living conditions and the interracial cooperation which occurred in dealing with economic crises. This packet is aimed at helping students understand the transition from an agrarian culture to the diversity of the region as it exists today. Further emphasized are the war years and the mobilization around industry; the tremendous migrations out of the region which continue into the 50's; the beginning of the present day civil rights movement through the story of Rosa Parks and the Montgomery bus boycott and on up through the voting rights act of the 1960's. Students and teachers are encouraged to continue the process of discovering the multi-ethnic heritage of the region

beyond this period through present day happenings by supplementing the notebook with local content and other topics of interest. A notebook format is used to encourage such additions.

II. Student Activities Kit (The SAK)

While the Information Notebook emphasizes content to be studied, the SAK kit stresses two kinds of skill development:

1. *Competencies relevant to the investigation of heritage and personal roots.*

2. *Life role skills which educators view as important for successful living in contemporary American society.*

Also contained in the SAK kit is a booklet titled Yellow Pages of Ethnic Heritage Resources. This booklet is incomplete in its present form but illustrates one format that your class can use to gather and report on resources and information that your students have accumulated.

The main part of the Student Activities Kit (SAK) is a deck of cards specifying activities recommended for promoting competencies critical to the study of ethnic heritage and one's own roots. Figure 2 on the next page presents a listing of 5 competency areas which are promoted by the SAK.

A deck of 21 cards, one for each of the competencies, accompanies these directions. Each card lists a set of activities which have been prepared to promote the competency written at the top of the card. The cards have been color coded as described in Table 7.

Table 7 -- SAK Cards

Competency Area	Number of Cards	Color of Cards
A--Interviewing	7	Green
B--Researching	5	Yellow
C--Simulating	3	Red
D--Conducing Personal Projects	3	Blue
E--Exchanging Information	3	Orange

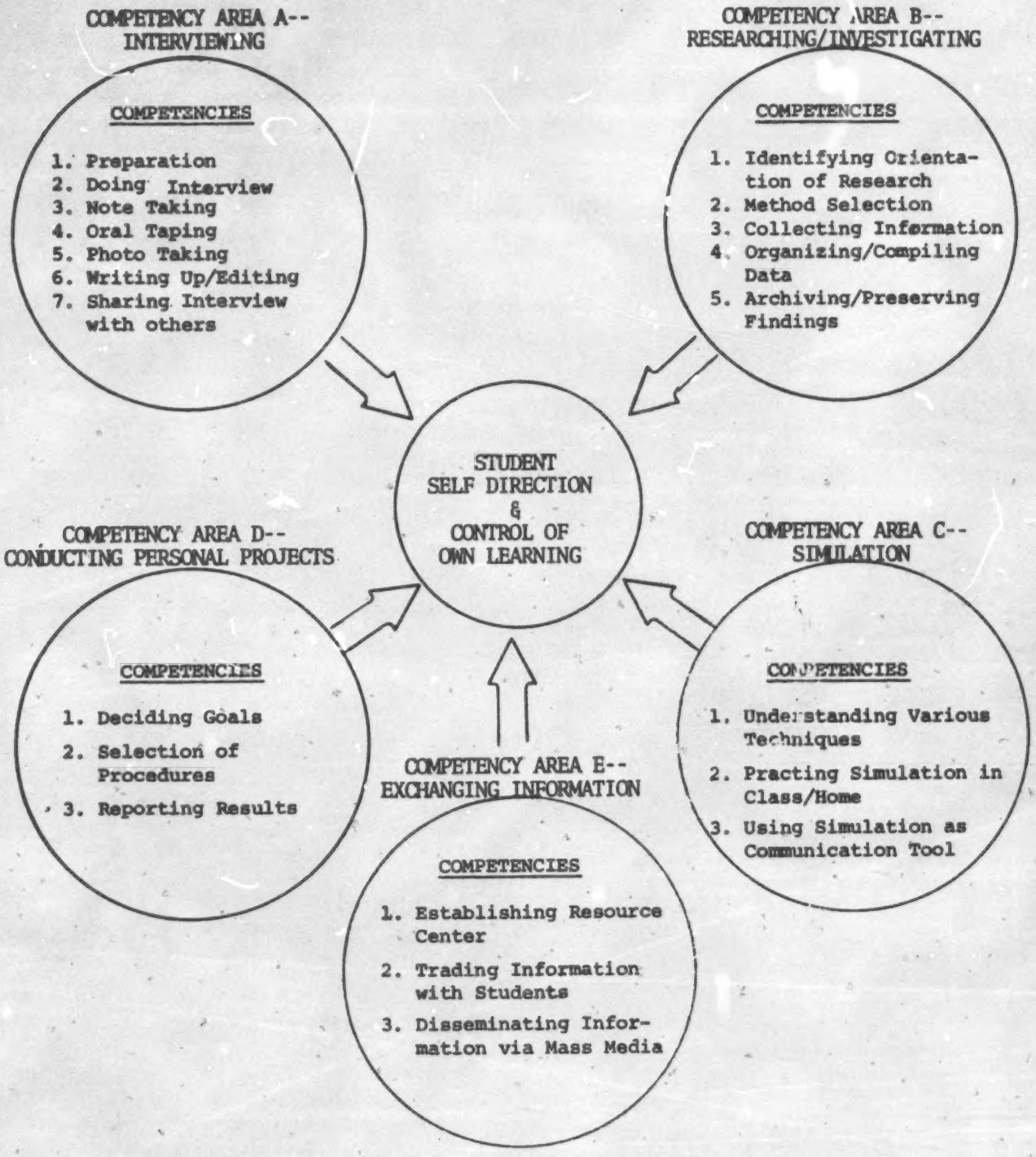

Figure 2 -- Competency Areas and Competencies

Each competency card contains student activities which promote the competency, the pre-requisite skills/materials and equipment needed and tips for implementing the activities. SAK activities are contained on cards in the following format:*

COMPETENCY A-1: Preparing for the Interview

Pre-Requisites

Competency Development Activities

1.
2.
3.
4.
5.
6.
7.
8.

Life Role Skills Presented

(see page for codes)

Tips for Accomplishing

Competency development is not dependent on the content contained in the Southern Agrarian Information Notebook, but certainly could and probably should be integrated with the study of the Notebook. However, SAK activities would be useful for the study of any heritage.

While the major goals promoted through the study of the Information Notebook are: (1) Learning about the Southern Agrarian Heritage and (2) Valuing Cultural Plurálism; the major goals of the SAK kit are: (1) promoting student self direction, (2) stimulating student control of his/her own learning (3) encouraging team work and the sharing of data and (4) using the community as a major resource.

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*The SAK also promotes contemporary life role skills critical to career development and successful living. These skills include functional academic, individual, producer, consumer, citizen skills, and career education skills defined by the State Board of Education. The end of this manual describes these life role skills in more detail. Table 8 lists the life role skills in numerical order. Each competency card in the SAK indicates which Life Role Skills are promoted by mastery of that competency. These skills are numbered on the competency cards and can be identified by referring to Table 8.

Table 8 - - Contemporary Life Role Skills Developed by this Project

Functional Academic Skills

1. Reading
2. Writing
3. Listening
4. Analyzing
5. Speaking
6. Computing
7. Ability to acquire knowledge independently

Individual Skills

8. Leisure time use
9. Family role participation

Citizen Skills

10. Responsible use of society
11. Contribution to society
12. Responsible use of environment

Consumer Skills

13. Informed consumer behavior

Producer Skills

14. Career interests and abilities
15. Career flexibility

The competency areas and competencies identified in Figure 2 are interrelated. A few examples illustrate this point:

1. Conducting an interview, research or personal project (Competencies A, B, or D) may be pre-requisites to exchanging information (Competency E).

2. Simulation (Competency C) is a useful technique for exchanging information (Competency E).

3. Research is usually required to conduct an interview and simulation can be helpful in the preparation of an interview.

4. Conducting an interview and exchanging information could be regarded as personal projects.

Because of the interrelatedness of the competencies, a key teacher concern becomes in what order should the competencies be promoted. There are many ways in which competency development can proceed, however, the cards have been developed and sequenced so that a competency area can be studied pretty much in isolation, if desirable. The early development of simulation and research skills, however, will be helpful in the promotion of the other competency areas.

Contemporary problems offer a vehicle for the development of SAK skills. Exploration of contemporary issues helps students develop the ability to make reflective decisions so that they can resolve personal problems and through social action influence public policy and develop a sense of political efficiency. Conducting local studies and disseminating local knowledge is equally critical in order to preserve information which might be forever lost.

III. Supplementary Topics Notebook

The Supplementary Topics Unit consists of areas which probably would not be studied by the whole class, but would be selected to be pursued individually. This unit presents additional readings, information on where to find other materials, and prototype units containing the kinds of resources on a topic which teachers or students could assemble on their own. The focus of the Supplementary Topics Notebook is on individualizing instruction and on initiating self study, that is, on providing a multitude of personal and local topic areas to attract student interest beyond group study topics. It is through individually initiated projects that the student begins assuming control of his/her own learning. Table 9 lists the readings and other materials which are presented in the Supplementary Topic Notebook. Teachers and students are encouraged to add to the Supplementary Topics whenever new literature, tapes, artifacts or other materials are acquired. This Notebook should not be regarded as of secondary importance.

Table 9 - - Supplemental Materials

Supplemental Readings:

A. Oral History Presentation by H. L. Mitchell, co-founder of the Southern Tenant Farmers Union in the Arkansas Delta. Mr. Mitchell remininisces about the union and some of its principal leaders.

B. Selected Readings on Farm Tenancy

1. Tenancy Over the Nation (Excerpted from Corn Bread and Creek Water)
2. Cotton Tenancy (Excerpted from The Collapse of Cotton Tenancy)
3. Share Tenants and Croppers (Excerpted from Forty Acres and Steel Mules)
4. Self Sufficient Farms

C. Selected Readings on Recovery Programs of the Roosevelt Administration

1. The Cotton Tenant Under the Depression and Recovery Programs (The Collapse of Cotton Tenancy)
2. Government and Farm Relief (Corn Bread and Creek Water)

D. Cotton Economy

1. Po Folks Down South (Corn Bread and Creek Water)
2. The Cotton Economy (Excerpted from Human Geography of the South by Rupert Vance)

E. First Person Accounts

"I Was a Sharecropper" by Harry Kroll

F. The Plantation Labor System (Excerpted from The Arkansas Plantation by Alexander)

G. The Great Depression

1. Poem - - "A Sensitive Person's Fears"
2. "Southern Sharecroppers; The Agricultural Depths" (Both selections excerpted from The Great Depression by David Shannon)

INSTRUCTIONAL STRATEGIES

Student Learning Objectives

Table 10 contains a listing of instructional goals and objectives which can be used by the teacher to:

- Communicate to students, parents and administrators the purpose of the curriculum.
- Construct evaluation tools to measure student understanding and growth.
- Develop additional curriculum materials and/or local community based experiences.

Teacher Support Competencies

These teacher competencies will be invaluable in establishing an instructional climate supportive of the project:

Teacher Competency 1: Developing a multicultural knowledge base.

Teacher Competency 2: Learning to conduct oral interviews, identifying sources, documenting and interpreting findings and publishing results through multi-media approaches.

Teacher Competency 3: Personalizing instruction by presenting oneself as a caring and helping partner in the learning process.

Teacher Competency 4: Capitalizing on direct student experience and on opportunities to learn by doing.

Teacher Competency 5: Creating an environment supportive of multi-cultural education.

Teacher Competency 6: Providing alternative delivery systems including provisions for:
- Individual/small group projects.
- Interfacing units around current cultural encounters or cross cultural encounters.
- Peer tutoring.
- Role playing, simulation experiences.
- Bringing back students from previous years to interact.

Teacher Competency 7: Encouraging students to accept responsibility for their own learning, to acquire the self-discipline necessary to complete assignments when the going is rough.

Teacher Competency 8: Informally evaluating each aspect of the learning environment to see what is working and what needs revision.

Teacher Competency 9: Learning not to settle for less than is desired out of teaching when the instructional realities don't meet expectations.

Teacher Competency 10: Recognizing and capitalizing on career skills such as photography, reporting, composing, etc.

Table 10 - - Student Goals/Objectives

Goal 1: Students will gain knowledge of and familiarity with the Agrarian lifestyle and experiences by:

- Objective 1: Learning about the Agrarian Movement of the 1930's and 1940's with emphasis on lives/experiences of people.
- Objective 2: Relating this movement to the civil rights efforts of the 1950's and 1960's.
- Objective 3: Specifying how earlier happenings might have affected current Agrarian lifestyles (How lifestyles have changed.)

Goal 2: To gain knowledge of cultural diversity and a value for intercultural cooperation through:

- Objective 1: Learning about the cooperation which occurred between blacks and whites during the Agrarian Movement of the 1930's and 1940's.
- Objective 2: Locating additional examples of cross-cultural co-operation in the class, school, community, region and nation.

Goal 3: Each student will gain a sense of value of his/her family roots by zeroing in on the questions "Who Am I" and "Where Did I Come From." This sense of value will be gained through a students:

- Objective 1: Investigation of his/her family roots.
- Objective 2: Demonstration of how own family roots were a part of some cultural movement.
- Objective 3: Projection of areas where own family or cultural group might make contributions to the nation in the coming decade.

Goal 4: To improve student attitude of self worth by:

- Objective 1: Gaining an awareness of own "living story." (Heritage is active, not passive).
- Objective 2: Valuing own attributes or diversity.

Table 10 - - (continued)

Objective 3:	Learning to function as an individual, as a member of a culture and as a member of our society at large.
Objective 4:	Learning to value one's own dialect as well as the dialects of others.

Goal 5: To gain the prerequisite skills necessary to independently study cultural pluralism, cultural roots.

Objective 1:	Learning to conduct oral interviews.
Objective 2:	Learning to identify oral and written sources.
Objective 3:	Learning to document, categorize and interpret findings.
Objective 4:	Learning to exchange information with other students and the public.
Objective 5:	Learning to write personal histories and conduct personal projects.
Objective 6:	Learning to simulate past/present historical happenings.

ORGANIZING FOR INSTRUCTION

Materials have been developed so that you the teacher can use them in a variety of ways. For example: (1) they can be used on a short term basis or a long term basis, (2) they can be used as in-class activities or as community-based investigative experiences and (3) they can be used in large group settings or to individualize social studies learning. Outlined on the next few pages are three different plans for organizing instruction. It should be noted that these are only models and can be re-adapted at will. The three approaches are labeled Plans A, B, and C. While each plan is substantially different from the preceeding one, the instructional goals described in this manual are promoted to some degree by each plan.

PLAN A - (1-2 Months):

The teacher who wants to pursue this learning unit in a somewhat limited fashion probably would initiate instruction similar to Plan A.

Plan A is characterized by some combination of the following:

- Short Term of Instruction (2 months or less).
- Mostly in-class activities.
- Limited pursuit of the instructional objectives.
- Limited skill development.
- Limited teacher preparation time.
- Mostly large group activities.
- Mostly teacher directed.

Figure 3 illustrates graphically the amount of time to be spent on various components of the curriculum. All materials from the Information Notebook would be read, studied and discussed over a 3-4 week period. Each student would learn at least one of the skills described in the SAK materials (preferrably a SAK relating to what was read). Under Plan A each student would also select a topic of interest to be studied over at least a two

day period. The topic may be selected from the Supplementary Notebook or may be a topic of local interest relating either to the Southern Agrarian Heritage or to the student's own personal heritage. Ideas for local interest self study topics may be derived from the Yellow Pages Booklet or from locally available materials.

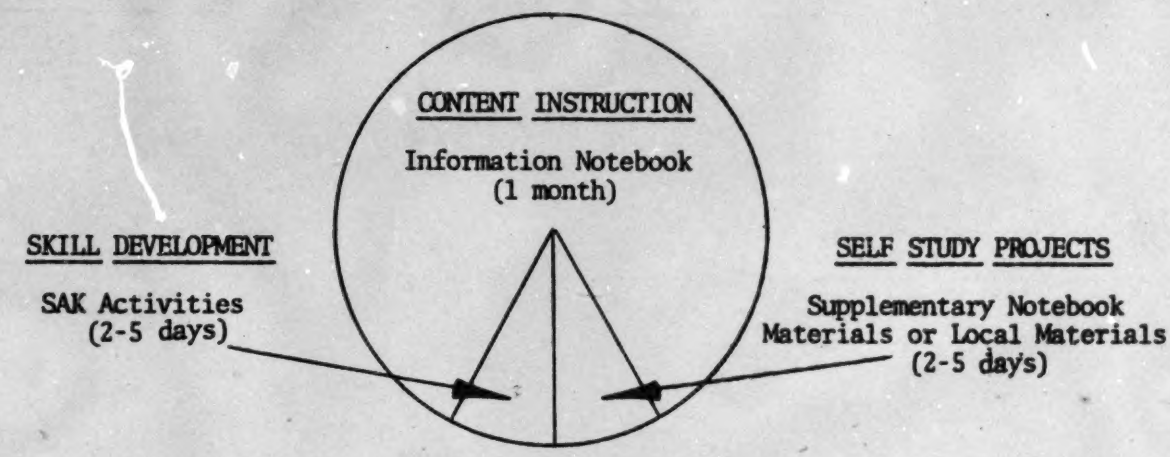

Figure 3 -- Plan A The Minimal Effort

PLAN B - (3-5 Months):

Plan B is more comprehensive in scope and is characterized by some combination of the following:

- Three to five month period of instruction.
- Moderate pursuit of objectives and skill development (or a strong emphasis on a few objectives or skills).
- Moderate teacher preparation time.
- A fair amount of student self-direction.
- Roughly an equal number of large group, small group and individual activities.
- Several out-of-class activities.

The teacher who wishes to commit his/her class to instruction roughly as illustrated above would proportion instruction similar to Figure 4 on the next page.

All materials from the Information Notebook would be read, studied and discussed over a 3-4 week period. Student Skill development activities from the SAK kit would consume a 1-2 month period either as separate instruction or integrated with the Information Notebook materials. Individual self study projects could also be integrated with these materials, but more typically would be integrated with SAK activities or occur as a follow-up to Information and SAK materials. In any case, at least one month would be spent on a self selected topic of interest and some of that time would involve out-of-class and probably out-of-school activity.

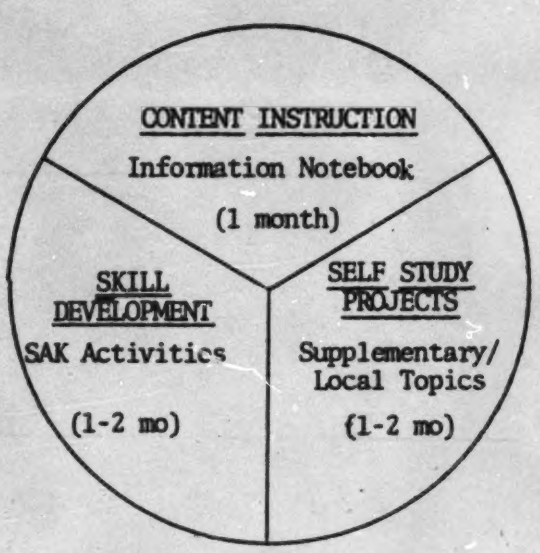

Figure 4 -- Plan B Typical Effort

PLAN C - (6-10 Months):

Plan C represents a major commitment on the part of students and teacher(s) to ethnic heritage study. This commitment is outlined below:

- Six months to a year of instructional activity.
- Mostly individual or small group activities, mostly individually initiated.
- Much out-of-class activity.
- Teacher basically serves as consultant and facilitator.
- Many objectives covered in depth by different students.

Students pursuing Plan C type of study would spend approximately one month of study in the content notebook, then quickly branch out into small group and/or individual projects. Figure 5 on the next page illustrates an approximate distribution of student time under Plan C.

A classroom operating under Plan C would seldom meet as a total body because students would be engaged in individual pursuits.

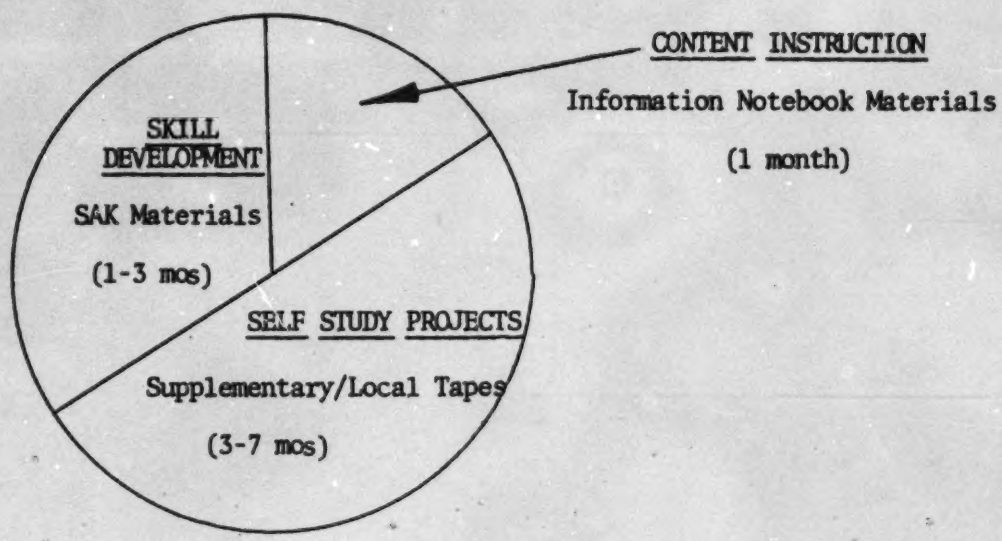

Figure 5 -- Plan C Maximal Effort

REVIEWING SCHOOL COMMITMENT/POLICIES

The teaching strategies promoted by this instructional packet are very dependent on school policy and probably may require special administrative support. Reforming the way social studies is taught depends on support at all school levels and on attaining authorization from the top down that the new strategies proposed are viable alternatives. Three specific avenues of administrative support are needed.

1. Verbal Administrative Support

   The type of support from inside the ranks of school officials (e.g., the principal) could make or break the project.

2. Re-examined/Revised School Policies

   Students need a certain degree of freedom of movement from the school to the community. This may call for parental and/or administrative permission, for transportation, for re-arranging schedules with other teachers or for students missing certain school activities.

3. A Reduction in the Isolation of Teachers

   Perhaps the greatest potential problem that faces each one of us as professional teachers is the feeling that we have to handle our teaching responsibilities alone. Various means for reducing isolation could be discussed with school officials or other teachers: team approaches to topics of school-wide interest, inter-class and inter-school dialogue and sharing of information, and the attraction of community persons into the school on a school sponsored basis.

RENEWING YOUR COMMITMENT TO TEACHING

An extremely important component of the proposed instructional sequence is YOU: Your policies and attitudes. Concerns that will directly affect the success of this effort include:

1. How can I avoid the "I-need-this and I-need-that" trap. Or, "If I had these things I would be a good teacher." Or, "I don't have any resources in my school or community." The point to be made is that while we all recognize that new books, bigger labs and brighter buildings do provide us with better tools, the quality of the teacher is what makes the real difference.

2. The textbook, as traditionally used, may be more of a hindrance to becoming aware of one's own heritage than a help. There are numerous other avenues for learning the social sciences, such as primary oral tapes. Thought must be given as to which are best suited for learning particular content. For example, when should oral interview resources be used and when would the student profit from doing his/her own interviewing.

3. The teacher is assuming a new role— the role of a learning partner rather than an imparter of information. As such, teachers will need to develop different relationships with students. For example, the teacher must attempt to guide student thought, not dictate direction. With that comes the realization that the student will not always do what the teacher would prefer or may not live up to teacher expectations. Herein lies a valuable lesson - unrealistic expectations without input can cause untold misery.

4. A multitude of entry/exit points may be required, e.g., plugging social studies efforts into on-going school or community related activities. Thus, if the school or community newspaper is focusing on a topic that has heritage implications, then instruction must permit an easy entry into that area. Clearly, teachers and students will need to keep on top of school/community activity.

5. The importance of getting started on the right track is critical even if it means long hours and hard work in the beginning. This is the time we know least and yet the time when students will expect the most from you.

STATE HIGH SCHOOL REQUIREMENTS

This project helps meet new State graduation requirements for developing "life skills." In an effort to identify what schools require and what community expectations are for graduating students, the Georgia State Board of Education recently defined as a major role of each public school system *"the responsibility to ready the youth of Georgia for contemporary life skills."* These life role skills represent *"an additional dimension of the public school program and are not to be construed as a replacement for courses of study."* High school graduation requirements will include these contemporary life role skills:

1. *LEARNER - Each citizen should have proficiency in reading, writing, listening, analyzing and speaking. He should also have basic computing skills. He should be able to acquire knowledge and understanding on his own during and after his formal education.*

2. *INDIVIDUAL - Each citizen should have the skills and understanding necessary to improve both his physical and mental health. He should be able to use his leisure time in a manner which is profitable and fulfilling to him. He should be able to establish a personal family role which is mutually beneficial to him and to members of his family.*

3. *CITIZEN - Each citizen should have the skills and understanding to become a responsibile member of society, both using and contributing to society in an appropriate manner and interacting with the environment in a responsible way.*

4. *CONSUMER - Each citizen should have the skills and knowledge to be an informed consumer in order to use available resources in an efficient and beneficial manner.*

5. *PRODUCER - Each citizen should have the skills and knowledge necessary to select and pursue a career which reflects his or her interests and abilities. He or she should also have the skills needed to pursue a new career should a situation arise which dictates a change.*

Projected clock hours required for gradutaion in each life skill are presented in Table 11 on the next page.

Table 11 - - Projected Clock Hours (One semester = 75 hrs, One quarter = 50 hrs)

		Semester(s)	Quarter(s)
Learner:	Communication Skills	6	9
	Mathematics	4	6
Individual:	Health and Safety	10	10
	Physical Education	1	1
Citizen:	Laboratory Science	2	3
	Citizenship/Local, State and National Government	2	3
	Principles of Economics/ Business Free Enterprise	1	1
	U. S. History	1	1
	Social Studies Elective	1	1
Consumer:	Personal Finance	1	1
Producer:	Career Planning and Entry Skills	1	1
Electives:		21	35

A certificate of performance shall indicate that a student has met minimum performance objectives, whether or not he or she completes the required program for graduation. Those students who have met some, but not all, of the requirements for the diploma and have chosen to end their formal school experience, will receive certificates of performance verifying the skills they have acquired.

It shall be the responsibility of local systems to establish:

1. *Performance objectives based on meaningful community input.*
2. *Performance indicators to determine if performance objecgives have been met.*
3. *Planned course descriptions for all courses offered.*
4. *Appropriate performance objectives and assessment procedures for students who have been identified as having handicaps which prevent them from meeting the adopted Contemporary Life Role performance objectives.*
5. *Necessary recordkeeping and reporting to students and parents on the attainment of performance objectives; these should be tested at the lowest grade feasible but no later than ninth grade.*

State-wide implementation of these plans will begin 1978-79. Pilot models will be available. Each school will at some point be asked to specify the following:

1. *Planned Course Descriptions shall consist of course title, performance objective to be achieved, general course content, expected learning activities, procedures for evaluating performance objectives and anticipated learning outcomes (skills, knowledge and attitudes) to be required by each student.*

2. *Performance Objectives are the objectives established by local boards of education as being acceptable levels of achievement for contemporary life role skills defined by the State Board of Education.*

3. *Credit in Lieu of Enrollment refers to credit granted to students by local systems for learning which has occurred outside of the school. Local systems shall develop assessment procedures for giving credit.*

4. *Credit for Planned Off-Campus Experience refers to clock hours granted for planned off-campus experience when it is a part of a planned course description.*

The Contemporary Life Role Skills to be developed via this project are listed on page 15 and coded on the SAK cards. Course descriptions, objectives, off-campus experiences, and the like, are presented at various points in this learning package. Implementation of this package will certainly provide your school with some initial experiences with respect to the State's Life Skills mandate.